

FDCRS to FCCERS-R Comparison

Considered Only in FCCERS-R	Considered in Both Scales	Considered Only in FDCRS
Accessibility: <ul style="list-style-type: none"> • 3 level-access for one hour daily • 5 level-access for much of day 		Accessibility: <ul style="list-style-type: none"> • 5 level-access for one hour daily throughout the day
1. Indoor space used for child care <ul style="list-style-type: none"> • Natural lighting and vent control • Easy to clean surfaces • Accessibility for disabilities 	<ul style="list-style-type: none"> • Size of space • Atmosphere (lighting, ventilation, temperature) • Maintenance of space 	
2. Furniture for routine care, play, and learning <ul style="list-style-type: none"> • Child-sized table (75% 7 level) • Self-help furniture • Storage for supplies and materials • Adult seating (observe used once) 	<ul style="list-style-type: none"> • Furnishings for routine and play • Suitable to size of children • Good repair and cared for • Self-help • Storage for belongings (3 level FDCRS, 7 FCCERS-R) 	1. Furnishings for routine care and learning <ul style="list-style-type: none"> • Child-sized play furniture
3. Provision for relaxation and comfort <ul style="list-style-type: none"> • Protection of cozy area • Area used for quiet play 	<ul style="list-style-type: none"> • Soft furnishings • Carpeting • Soft toys (same number) • Child-sized soft furniture 	2. Furnishings for relaxation and comfort <ul style="list-style-type: none"> • Specific number of soft furnishings • Touch for infants/toddlers
4. Arrangement of indoor space for child care <ul style="list-style-type: none"> • Adequate supervision • Safety indoors is considered 	<ul style="list-style-type: none"> • Well-arranged • Various interest areas • Easy access for all ages • Not restricting infant/toddlers 	4. Indoor space arrangement
5. Display for children <ul style="list-style-type: none"> • Much done by children • Talk about display • Photos of children • Individualized work 	<ul style="list-style-type: none"> • Teacher display • Child display (2 per child) • Some within easy reach/eye level • Rotation monthly 	3. Child-related display

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6. Space for Privacy <ul style="list-style-type: none"> • Supervision of space • Much of the day 5 level • More than one space • All ages included one item 	<ul style="list-style-type: none"> • Find space • Set aside space • Set up activities • Confined space not used for lengthy periods of time with infants/toddlers 	6a/6b Space to be alone <ul style="list-style-type: none"> • Ages separated into two items • One hour access at five level • Specific time limits on interactions and use of space for infants/ toddlers
7. Greeting/departing <ul style="list-style-type: none"> • Parents enter area • Share written info for infant routines • Share info beyond routines for all 	<ul style="list-style-type: none"> • Greeting of children • Greeting of parents • Sharing info • Atmosphere of arrival/departure 	7. Arriving and leaving
8. Nap/rest <ul style="list-style-type: none"> • Spacing 36 inches at 3 level for children under 2 	<ul style="list-style-type: none"> • Provisions • Schedule • Spacing for all 36" at 5 level • Handled appropriately • Supervision • Help children to relax • Activities for non-sleepers 	9. Nap/rest
9. Meals/snacks <ul style="list-style-type: none"> • Food allergies • Cooperate with parents regarding eating habits • Sanitary procedures met 50% at 3 level and 75% at 5 level • Menus posted for parents 	<ul style="list-style-type: none"> • Schedule appropriate • Well-balanced • Appropriate feeding practices • Organized mealtimes • Encourage learning/self-help • Pleasant atmosphere • Sanitary procedures 	8. Meals/snacks <ul style="list-style-type: none"> • Parents aware of menus 11. Personal grooming <ul style="list-style-type: none"> • Sanitary procedures and hand washing 75% at 3 level • Caregivers sit with children

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<p>10. Diapering/toileting</p> <ul style="list-style-type: none"> Supervision Sanitary conditions 50% at 3 level and 75% at 5 level 	<ul style="list-style-type: none"> Sanitary conditions Same sink 10-step diapering Schedule Hand washing Equipment for self-help (FCCERS-R 7 level, FDCRS 3 and 5 level) Pleasant interactions Self-help skills 	<p>10. Diapering/toileting</p> <p>11. Personal grooming</p> <ul style="list-style-type: none"> Sanitary conditions 75% at 3 level Toilet training separate indicators
<p>11. Health practices</p> <ul style="list-style-type: none"> Hand washing 75% at 3 level and 1–2 lapses at 5 level 	<ul style="list-style-type: none"> No smoking Minimize spread of germs Hand washing Extra clothes and appearance Medications Caregiver good model Encourage independence Tooth brushing Consultants Isolation of sick children 	<p>11. Personal grooming</p> <p>12. Health</p> <ul style="list-style-type: none"> Bibs available Emergency health info on children Provider has health exams Health information for parents Reporting abuse Consider special health problems
<p>12. Safety practices</p> <ul style="list-style-type: none"> Specific number on hazards Supervision considered 	<ul style="list-style-type: none"> Hazards in and out Essentials Teaching rules Pass fire inspections Prevention of hazards 	<p>13. Safety</p> <ul style="list-style-type: none"> Specific essentials such as phone, number posted, first aid kit, hot water managed Alternate caregivers Car restraints used for travel CPR/First Aid training Safety information for parents

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<p>13. Helping children understand language</p> <ul style="list-style-type: none"> • One item for all ages • Quiet in home to hear language • Talk in routine and play for all ages 	<ul style="list-style-type: none"> • Talking to children • Personalized communication • Descriptive words/naming • Wide range of topics • Match abilities 	<p>15a and b. Helping children understand language</p> <ul style="list-style-type: none"> • Separate items for different age groups • Requires specific activities for infants (talk about pictures, say rhymes, and sing songs) • Requires specific number of language activities • Requires games
<p>14. Helping children use language</p> <ul style="list-style-type: none"> • Writing child dictation 	<ul style="list-style-type: none"> • Social talking • Conversations • Encourage children’s talk • Adding language • Asking questions • Good balance of language 	<p>14a and b. Informal use of language</p> <p>16. Helping children use language</p> <ul style="list-style-type: none"> • Enjoy language-specific activities • Requires communication materials • Requires verbal play • Talking used to solve problems
<p>15. Using books</p> <ul style="list-style-type: none"> • One indicator for all ages • Good repair • Not required to participate • Informal reading • Pleasant experience • Book area • Encourage children to read • Wide selection of books for each age • Read to children daily at 3 level, periodically during day at 7 level 	<ul style="list-style-type: none"> • Access to books • Reading to children • Rotation of books • Materials for all ages 	<p>15a and b. Helping children understand language</p> <ul style="list-style-type: none"> • Two separate indicators for different age groups • Requires games • Caregiver names objects/pictures for children • Read to children 3 times a week at minimal level, one activity a day at 7 level • Required reading time for infants/toddlers and for preschool/school-agers

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16. Fine motor <ul style="list-style-type: none"> • Good repair • Different types of manipulatives required for preschool and older 	<ul style="list-style-type: none"> • Access to materials • Organized well • Space for play (FDCRS at 5 level, FCCERS-R at 7 level) • Rotation • Staff involvement (FCCERS-R at 5 level, FDCRS at 7 level) 	18. Eye-hand coordination <ul style="list-style-type: none"> • Materials available
17. Art <ul style="list-style-type: none"> • Materials used are appropriate • Not required to participate • Specific number of materials/categories accessible daily 	<ul style="list-style-type: none"> • Access to materials for toddlers and older children • Individual expression • Staff input • 3D materials 	19. Art <ul style="list-style-type: none"> • Planned activities requiring supervision • 2 activities/materials accessible daily
18. Music and movement <ul style="list-style-type: none"> • Requires access to musical materials daily • Not required to participate • Limited use of recorded music 	<ul style="list-style-type: none"> • No loud background music • Access to musical toys • At least one activity a day (FCCERS-R at 3 level, FDCRS at 7 level) • Informal singing observed • Encourage children to participate 	20. Music and movement <ul style="list-style-type: none"> • Requires access to instruments and dance props • Requires planned time for movement and music daily
19. Blocks <ul style="list-style-type: none"> • No interlocking materials • Requires 2 sets of blocks for each age group at 7 level • Requires variety of accessories • Provider participation observed 	<ul style="list-style-type: none"> • Access to variety of blocks and accessories (FDCRS at 5 level, FCCERS-R at 7 level) • Materials gathered together and organized • Space out of traffic 	23. Blocks <ul style="list-style-type: none"> • Includes interlocking materials • Requires 3 sets of blocks at 5 level

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<p>20. Dramatic play</p> <ul style="list-style-type: none"> Includes infants Staff participation 	<ul style="list-style-type: none"> Access to variety of materials Access to materials outside (FDCRS at 5 level, FCCERS-R at 7 level) Access to materials for themes Organized materials Play furniture, child-sized 	<p>22. Dramatic play</p>
<p>21. Math/number</p> <ul style="list-style-type: none"> Access to math materials in specific categories Number talk used during free play and routines Well-organized materials Planned math activities every two weeks Rotation of materials 	<ul style="list-style-type: none"> No inappropriate teaching Access to materials Teaching math/reasoning concepts In good repair Concepts used throughout the day 	<p>17. Helping children reason</p> <ul style="list-style-type: none"> Required access to variety of games
<p>22. Nature/science</p> <ul style="list-style-type: none"> Access to materials in specific categories Outdoor experiences—2 per week Experience living materials indoors daily Daily events include learning about nature/science Well-organized materials 	<ul style="list-style-type: none"> Access to materials Requires activities (FDCRS at 5 level 1 time a week, FCCERS-R at 7 level every 2 weeks) 	<p>17. Helping children reason</p> <ul style="list-style-type: none"> Access to a variety of games Reasoning throughout the day
<p>23. Sand and water play</p> <ul style="list-style-type: none"> Supervision Facilitation of play Different activities 	<ul style="list-style-type: none"> Access to materials (sand or water) and toys 	<p>21. Sand and water play</p>

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24. Promoting acceptance of diversity <ul style="list-style-type: none"> • Access to materials of specific categories • Props for dramatic play • Inclusion in daily schedule 	<ul style="list-style-type: none"> • Access to variety of pictures and books • No discrimination shown • Activities provided 	29. Cultural awareness <ul style="list-style-type: none"> • Access to dolls of varying races • Inclusion of holidays of children • Various ages in books and pictures
25. Use of TV, video, and/or computer <ul style="list-style-type: none"> • TV not used with infants • Time allowed is based on age 	<ul style="list-style-type: none"> • Appropriate materials • Educational materials • Alternative activities (FCCERS-R at 3 level, FDCRS at 5 level) • Limited access • Provider involvement (FCCERS-R at 5 level, FDCRS at 7 level) • Involvement of children • Supporting themes 	24. Use of TV <ul style="list-style-type: none"> • TV is not used as a babysitter
26. Active physical play <ul style="list-style-type: none"> • Two surfaces • Protection from elements • Organized space 	<ul style="list-style-type: none"> • Safety of space • Good repair • Access to materials • Access to outdoor space • Variety of skills • Indoor activities in bad weather 	5. Active physical play <ul style="list-style-type: none"> • Clean space for infants/toddlers • Imaginative materials • Add new challenges
27. Supervision of play and learning <ul style="list-style-type: none"> • Non-punitive supervision • Supervision of personal care routines is considered under individual items 	<ul style="list-style-type: none"> • Appropriate for all ages • Focused on children • Close supervision • Staff involvement • Solve problems/peer issues • Avoid issues • Extend learning 	26. Supervision of play indoors and outdoors

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28. Provider-child interaction	<ul style="list-style-type: none"> • Verbal and physical interaction • Responsive to children • Pleasant interactions • Respect and kindness shown • Encourage respect 	27. Tone
29. Discipline <ul style="list-style-type: none"> • Professional advice 	<ul style="list-style-type: none"> • No physical punishment • Good control • Positive tone • Appropriate expectations • Avoid conflict • Frequent attention to positive behavior • Consistency • Active involvement of children 	28. Discipline <ul style="list-style-type: none"> • Explain rules to children
30. Interactions among children <ul style="list-style-type: none"> • Peer interactions encouraged • Point out positive peer interactions • Provide activities for children 	<ul style="list-style-type: none"> • Stop negative interactions • Children get along well • Provider involvement 	27. Tone 28. Discipline
31. Schedule <ul style="list-style-type: none"> • Schedule for most children met at 3 level, individualized at 5 level • Activities initiated by provider and children • No long waiting 	<ul style="list-style-type: none"> • Basic schedule that is familiar • Meet needs of children • Flexible • Variety of play activities • Indoor and outdoor play • Gross motor and less active play • Individualized • Smooth transitions 	25. Schedule of daily activities <ul style="list-style-type: none"> • Individualized at 3 level • Routines are learning experiences

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32. Free play <ul style="list-style-type: none"> • Free play occurs daily in and out of classroom • Free play for much of the day 	<ul style="list-style-type: none"> • Access to toys and materials • Staff facilitation • Educational supervision • Rotation of materials • Supervision 	Incorporated into other items
33. Group time <ul style="list-style-type: none"> • Opportunities for self-selected groups • Alternative activities • Set up to facilitate success for children • Not required to participate in any group activity 	<ul style="list-style-type: none"> • Appropriate activities • Positive tone • Limited to meet age and needs • Educational interaction 	Incorporated into other items
34. Provisions for children with disabilities	<ul style="list-style-type: none"> • Information shared • Modifications • Involvement of staff and parents • Involvement of children • Follow through with goals • Involved with professionals • Set goals 	35. Adaptations for special needs 40. Caregiver preparation